



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

510 G. Avenue, Douglas, AZ 85607

Cochise Private Industry Council

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05 Underperforming
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05 Not Met
2003-04 Met
2002-03 Not Met

School Improvement Status ^(b)

2004-05 Warning Year
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Stephen Huff
Schedule : 07:30 AM to 05:00 PM
Grades : 9-12
2005 Enrollment : 173
Web Address : www.cas-schools.com
Phone Number : (520) 364-2616
Fax Number : (520) 805-0973
E-mail : shuff@cpic-cas.org

Mission

The mission of the Center for Academic Success is to ensure that all students become proficient in English literacy skills and basic math computation skills. All students will become responsible citizens and will achieve success in the Arizona Academic Standards.

School / Academic Goals

- ü Gain fluency in the basic skills of reading, writing, basic computation, and responsible citizenship.
- ü Implement effective assessment systems that will detect literacy problems and to provide the interventions that are necessary.
- ü Increase the percentage of students meeting or exceeding the Arizona Reading, Writing and Math Standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 158
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 12

Instructional Programs

- ü Basic Skills Approach
- ü Emphasis on English Literacy
- ü School-to-Work/College
- ü Self-paced Curriculum

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 35 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

To meet established goals in which all students gain fluency in the basic skills of reading, writing, basic computation and responsible citizenship.

Parents

Parents will work cooperatively with teachers and staff to help our students achieve the objectives established. Parents will also participate in fundraisers and school safety programs as well as other school activities.

Transportation Policy

CAS will provide transportation to any student who expresses a need.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	61	69846	100	100	100	642	656	699	100	75	21	0	5	11	0	20	49	0	0	18
All Students (Prior Year)	38	79	65934	97	100	100	454	456	492	87	86	43	11	11	18	3	1	24	0	1	15
Female	17	34	34328	100	100	99	641	648	702	100	87	19	0	4	12	0	9	51	0	0	18
Male	12	27	35509	100	100	100	643	665	696	100	59	23	0	6	11	0	35	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	28	35	23363	100	100	100	641	647	680	100	91	32	0	0	16	0	9	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	--	19	36421	--	100	99	--	668	714	--	54	12	--	8	8	--	38	54	--	0	26
Students with Disabilities	--	NC	7690	--	NC	100	--	NC	593	--	NC	64	--	NC	14	--	NC	21	--	NC	2
Students without Disabilities	27	57	62220	100	100	99	642	656	712	100	74	16	0	5	11	0	21	53	0	0	20
Limited English Proficient Students	18	18	5834	100	100	100	638	638	612	100	100	46	0	0	20	0	0	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	28	40	21421	100	100	92	642	649	686	100	85	35	0	4	15	0	12	43	0	0	7
Non-Economically Disadvantaged	NC	21	48489	NC	100	100	NC	668	704	NC	57	15	NC	7	10	NC	36	52	NC	0	23

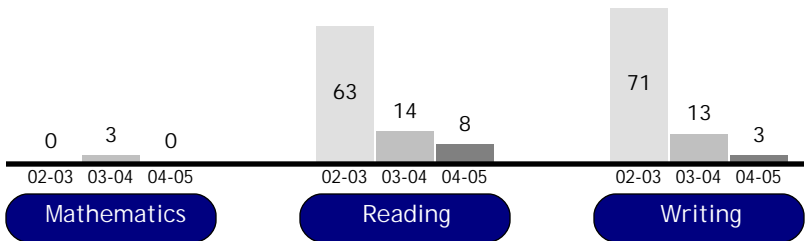
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	91	71311	100	100	100	629	646	694	46	32	7	46	47	21	8	21	63	0	0	9
All Students (Prior Year)	38	91	68162	100	100	100	466	480	509	63	41	18	24	31	24	11	26	51	3	2	8
Female	25	49	34899	100	100	100	628	648	700	50	34	5	39	37	19	11	29	66	0	0	10
Male	24	42	36430	100	100	100	630	644	688	42	29	9	53	58	22	5	13	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	48	65	24056	100	100	100	627	635	672	47	44	13	47	42	31	6	15	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	--	20	36841	--	95	99	--	679	713	--	0	3	--	57	12	--	43	72	--	0	13
Students with Disabilities	--	NC	8021	--	NC	100	--	NC	590	--	NC	27	--	NC	42	--	NC	29	--	NC	1
Students without Disabilities	47	84	63379	100	100	100	629	645	707	46	32	5	46	48	18	8	19	68	0	0	10
Limited English Proficient Students	32	33	6402	100	100	100	624	623	596	52	53	25	45	43	44	3	3	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	45	58	22243	100	100	93	628	635	677	44	41	14	50	44	32	6	15	51	0	0	3
Non-Economically Disadvantaged	NC	33	49157	NC	100	100	NC	665	702	NC	16	4	NC	52	16	NC	32	69	NC	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	89	70868	100	100	100	603	624	688	59	38	5	38	49	23	3	13	63	0	0	9
All Students (Prior Year)	39	89	67629	100	100	100	405	450	524	79	60	22	8	12	16	13	28	59	0	0	3
Female	24	48	34710	100	100	99	607	627	697	50	33	3	44	48	19	6	18	66	0	0	12
Male	23	41	36176	100	100	100	600	621	678	67	43	7	33	50	27	0	7	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	46	63	23868	100	100	100	601	609	670	61	53	9	36	40	33	3	7	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	--	20	36710	--	95	99	--	665	702	--	0	2	--	64	15	--	36	69	--	0	13
Students with Disabilities	--	NC	7900	--	NC	100	--	NC	580	--	NC	22	--	NC	49	--	NC	28	--	NC	1
Students without Disabilities	45	82	63054	100	100	99	603	621	701	59	41	3	38	49	20	3	10	67	0	0	10
Limited English Proficient Students	30	31	6308	100	100	100	596	593	591	63	64	19	37	36	47	0	0	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	43	56	21994	100	100	92	603	614	673	58	50	10	39	42	36	3	8	52	0	0	3
Non-Economically Disadvantaged	NC	33	48960	NC	100	100	NC	640	694	NC	20	3	NC	60	18	NC	20	67	NC	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	N
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	98	10	18	41	100	36	NA	42	73	30	38	51
	Language	100	9	15	42	100	31	15	42	73	29	35	50
	Mathematics	100	26	33	60	100	34	31	63	75	36	36	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	7.50
Other Professional Staff	.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multimedia Lab/Library

Extracurricular Activities

- Ü School-to-Work
- Ü Student Council

Social Services

- Ü Parents Anonymous
- Ü Companeros
- Ü Tobacco Awareness
- Ü Workforce Development

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	84	95	94	95
Transfers Out Rates ⁵	44	12	12	17
Transfers In Rate ⁶	116	28	28	37
Stability Rate ⁷	55	87	87	82
Promotion Rate ⁸	49	96	95	81
Retention Rate ⁹	14	1	1	3
Dropout Rate ¹⁰	18	0	1	6
Status Unknown ¹¹	10	0	1	4
Graduation Rate ¹²	95	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a full-time Safe and Drug Free School officer implementing a number of programs of a preventative nature, including in-school suspension programs. We have established a Multi-hazard Plan in conjunction with the local police/fire departments.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Joe Valencia	(520) 364-2616
Community Resources	Anna Luna	(520) 364-8906
School Nutrition Programs	Marcela Munguia	(520) 364-2616
Parent Organization		
Student Health/Nurse	Guillermina Villicaña	(520) 364-2616

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 173 Copies = \$66.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.